

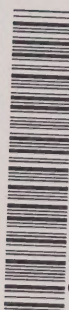
# *Preventing Sexual Abuse/Assault*

An Annotated Bibliography  
1992

Ministry

Education

Ontario



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# Contents

Introduction .....	1
Suggested Reading for Teachers .....	2
Suggested Reading for Parents .....	6
Books for Children in the Early and Formative Years .....	8
Books for Students in the Transition and Specialization Years .....	10
Audio-Visual Materials .....	13
Other Resources in Ontario .....	15
Acknowledgements .....	19





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# Introduction

The well-being and safety of children and adolescents are prime concerns of parents and teachers alike. In our violence-prone society, however, it is becoming increasingly difficult to protect young people from the dangers that surround them.

One form of violence that is especially prevalent is sexual abuse/assault of young people. The Badgley Commission (1984) reported that, in Canada, one in two females and one in three males are subjected to unwanted sexual acts at some time in their lives. Moreover, in 80 per cent of reported cases, the victim was a child or young person.

Teachers have a key role to play in preparing children and adolescents to cope with all aspects of violence in our society, including sexual violence. Young people need to acquire the knowledge, skills, and attitudes that can help them prevent the occurrence of sexual violence, against themselves and others. They must learn to recognize their own and other people's value as individuals and they need to develop a sense of self-esteem, which is essential if they are to be treated with respect.

This annotated bibliography is designed to assist teachers and other professionals in developing strategies to promote the prevention of sexual abuse/assault. It also presents a range of print and audio-visual materials for parents and students, Junior Kindergarten through Grade 12. In addition, it lists organizations that can be contacted for further information and assistance in developing prevention programs. Titles have been selected for their sensitivity in dealing with this difficult subject and for their appropriateness for various age groups.

As is the case for all material of a sensitive nature, the titles listed in this bibliography should be used in accordance with board policies and procedures. Teachers should consult with their principal, as well as a guidance counsellor and the school teacher-librarian, in making decisions about the appropriateness of material for use with students.

Teachers will realize that prevention programs are likely to give rise to disclosures of sexual abuse/assault. They should be familiar with their board's policies concerning incidents of sexual violence and be aware of the mechanisms in place for dealing with disclosures – for example, procedures for consulting with, or referring cases to, a school board social worker or an agency in the community, such as the Children's Aid Society.



# Suggested Reading for Teachers

The titles listed in this section are intended primarily for teachers and other professionals who work with children and young people. Some provide an overview of the causes, prevention, and treatment of sexual abuse/assault and acquaintance rape involving young people; others offer advice and guidance on teaching children about sexual abuse and on talking to teenagers about dating relationships. Teachers will also find information and ideas for curriculum development and class discussion.

Adams, Caren, and Fay, Jennifer. *No More Secrets: Protecting Your Child From Sexual Abuse*. New York: Facts on File Publications, 1981.

This straightforward book presents information on how to teach children about child sexual abuse. It emphasizes a child's right to privacy and the fact that often children are sexually abused by someone they know. Active learning is encouraged through the use of such games as "What if...", assertiveness exercises, and discussion. Teachers will find useful suggestions and ideas for curriculum implementation in the Early and Formative Years.

———. *Nobody Told Me It Was Rape: A Parents' Guide for Talking With Teenagers*. Santa Cruz, Calif.: Network Publications, 1984.

Using examples and definitions, the authors examine the dangers inherent in dating relationships and the ways in which the media and societal values influence young people's expectations of each other. They offer the apprehensive parent or teacher practical advice on how to introduce the subject of rape and what to say to teenagers about it. High-risk situations for teenagers are identified, and rape prevention and recovery are discussed.

Adams, Caren; Fay, Jennifer; and Loreen-Martin, Jan. *No Is Not Enough: Helping Teenagers Avoid Sexual Assault*. San Luis Obispo, Calif.: Impact Publishers, 1984.

The emphasis in this book is on the prevention of sexual abuse/assault and on overcoming the social factors that perpetuate sexual violence. It offers suggestions of how to approach teenagers on the subject of sexual abuse/assault and how to deal sensitively with this topic. Although designed primarily for use by parents with teenagers, the book provides a good overview of the subject for teachers in terms of curriculum development, lesson planning, and topics for classroom discussion in the Transition and Specialization Years.

Bagley, Christopher, and King, Kathleen. *Child Sexual Abuse: The Search for Healing*. New York: Routledge, 1989.

This book provides an overview of the causes, prevention, and treatment of child sexual abuse/assault. Emphasis is placed on the healing of all the individuals involved – victims, affected family members, and offenders.

Brownmiller, Susan. *Against Our Will: Men, Women and Rape*. New York: Simon and Schuster, 1975.

In this classic study of rape as a socio-cultural phenomenon, the author undertakes a historical survey of rape from biblical times up to the present. She documents facts concerning rape and violence against women and children, denounces the myths associated with sexual violence, and analyses the reasons why rape is so often surrounded by silence.

Canadian Advisory Council on the Status of Women. *Sexual Violence*. Ottawa: Canadian Advisory Council on the Status of Women, February 1985.

This bilingual brochure provides information, in clear, simple language, about sexual violence.

Canadian Teachers' Federation. *Thumbs Down: A Classroom Response to Violence Towards Women*. Ottawa: Canadian Teachers' Federation, 1990.

Designed for classroom use in Junior Kindergarten through Grade 12, this manual has as its aim the reinforcement of non-violence through an examination of sex roles, media images, and individual responses to potentially violent situations.

Health and Welfare Canada. *Child Sexual Abuse: Guidelines for Community Workers*. Ottawa: Health and Welfare Canada, 1989.

The purpose of this guide is to help communities improve existing services and establish new services concerned with child sexual abuse. It covers six main areas: prevention, detection and disclosure, investigation, treatment and support, co-ordination and collaboration within a multidisciplinary approach, and community involvement.

Institute for the Prevention of Child Abuse. *Child Abuse Prevention*. Toronto: Institute for the Prevention of Child Abuse, 1990.

Intended for all those concerned with child welfare, this booklet provides a concise introduction to child abuse. It emphasizes the need for collaboration between professionals and the general public in the detection, treatment, and prevention of child abuse.

Lennett, Robin, and Barthelme, Dana. *Sometimes It's OK to Tell Secrets*. New York: Tom Doherty Associates, 1986.

Although intended mainly for parents, the information and scenarios presented in this book will be useful to teachers in developing curriculum and in facilitating class discussion in the Early and Formative Years.



Levy, Barrie. *Skills for Violence-free Relationships: Curriculum for Young People, Ages 13-18*. Los Angeles: The Southern California Coalition on Battered Women, 1984.

This guidebook provides background information and activities designed to motivate teenagers to confront pervasive misinformation about violence in intimate relationships. It includes a general discussion of the problem and its links to sex-role expectations, as well as information on prevention skills and the development of support systems.

Levy, Barrie, ed. *Dating Violence: Young Women in Danger*. Seattle: Seal Press, 1991.

This book provides a good overview of sexual and physical assault within young people's dating relationships. It includes personal accounts of victims and their families, intervention strategies, and education and prevention projects.

Lewis, Debra J. *Dating Violence: A Discussion Guide on Violence in Young People's Relationships*. Vancouver: Battered Women's Support Group, 1987.

Focusing mainly on the experiences and needs of young women, this book contains discussion guides on such topics as relationships, self-esteem, friendships, and violence. A section called "Young Women Speak" contains the stories of young women who were victimized by their boyfriends.

McEvoy, Maureen. *Let the Healing Begin: Breaking the Cycle of Child Sexual Abuse in Our Communities*. Merrit, B.C.: Nicola Valley Institute of Technology, 1990.

This book is an excellent resource for teachers and other professionals working with sexual abuse/assault issues in First Nation communities.

McShane, Claudette. *Warning: Dating May Be Hazardous to Your Health*. Racine, Wisc.: Mother Courage Press, 1988.

The author presents a summary of research conducted to substantiate the extent of dating abuse among women and seeks to gain a wider recognition of the problem by describing the experiences of dating-abuse survivors. The book explores the magnitude of the problem, the attitudes of men who rape women they know, and the after-effects of such abuse on these women.

National Clearinghouse on Family Violence. "Dating Violence". Ottawa: Health and Welfare Canada, January 1990.

This fact-sheet on dating violence provides valuable definitions, facts, and suggestions for intervention.

National Film Board of Canada. *The Family Violence Audio-Visual Catalogue*. 2nd ed. Montreal: Health and Welfare Canada/National Film Board of Canada, 1988.

Compiled by the National Film Board on behalf of the Family Violence Prevention Division of Health and Welfare Canada, this catalogue provides information on audio-visual materials dealing with family violence that are available from various sources in North America.



Newman, Fran. "Sexual Abuse – the Reality and the Horror". *Federation of Women Teachers' Associations of Ontario Newsletter*, Dec. 90-Jan. 91, pp. 48-53.

The author, a guidance counsellor and teacher-librarian, debunks the myth that sexual violence is usually perpetrated by "strangers". In this article, she outlines common characteristics of sexual offenders who are "overwhelmingly male,... part of the family,... and in positions of trust". She takes the reader through the stages of a disclosure and offers advice on how to assist students in seeking help.

Ontario. Ministry of Community and Social Services. *Reporting Child Abuse*. Toronto: Ministry of Community and Social Services, Ontario, 1990.

This brochure summarizes the reporting responsibilities of both the general public and professionals under Ontario's Child and Family Services Act.

Plummer, Carol. *Preventing Sexual Abuse: Activities and Strategies for Those Working With Children and Adolescents*. Homes Beach, Fla.: Learning Publications Inc., 1984.

A curriculum guide for Kindergarten through Grade 12, this manual includes lesson plans, role plays, definitions, case histories, fact-sheets, and myths about sexual abuse/assault. It also offers some excellent ideas on how to start a prevention program in the school and how to utilize the skills and experience of school personnel and professionals from the community. A section deals specifically with the needs of students with developmental disabilities.

———. *P.S. We Care: A Curriculum Designed to Prevent Child Abuse, Sexual Assault and Family Violence*. St. Catharines, Ont.: Lincoln County Board of Education, 1989.

This curriculum is designed to sensitize children and adolescents (Kindergarten through Grade 12) to the issues of child abuse, sexual assault, and family violence.

Press, Marion; Malik, Cynthia; and Dixon, R.G. *Breaking the Cycle: Child Abuse Prevention Document Kit*. Toronto: Ontario Teachers' Federation, 1986.

Consisting of five documents and four resource lists, this comprehensive kit for teachers presents important facts and issues relating to child abuse.

Rush, Florence. *The Best-Kept Secret: Sexual Abuse of Children*. New York: McGraw-Hill, 1981.

This book outlines the history of child sexual abuse and shows how society has invariably chosen to ignore this crime. Using first-hand accounts, the author carefully documents the fact that the victim has always been made to take the blame.

Seattle Rape Relief. *Seattle Rape Relief Development Disabilities Project*. Seattle: Seattle Rape Relief, 1988.

This Special Education curriculum on sexual exploitation is designed to teach self-protection strategies to children with developmental disabilities.

Zacour, R.; Larkin, Susan; Wickens, Caroline; and Smith, Judy. *Preventing Sexual Abuse: A Personal Safety Program for Grades 1-3*. Ottawa: Ottawa Board of Education, 1988.

This curriculum for Grades 1 to 3 is designed to complement the National Film Board program "Feeling Yes, Feeling No". (For details concerning this program, see the section on audio-visual materials.)



# Suggested Reading for Parents

The following titles are recommended for parents of young children or teenagers who seek information and guidance on the prevention of sexual abuse/assault. The topics covered include: how to teach children about child sexual abuse; how to talk to teenagers about dating violence; and what to do if a child discloses that he or she has been sexually abused or assaulted.

Adams, Caren, and Fay, Jennifer. *No More Secrets: Protecting Your Child From Sexual Abuse*. New York: Facts on File Publications, 1981.

This straightforward book presents information on how to teach children about child sexual abuse. It emphasizes a child's right to privacy and the fact that often children are sexually abused by someone they know. Active learning is encouraged through the use of such games as "What if...", assertiveness exercises, and discussion.

———. *Nobody Told Me It Was Rape: A Parents' Guide for Talking With Teenagers*. Santa Cruz, Calif.: Network Publications, 1984.

Using examples and definitions, the authors examine the dangers inherent in dating relationships and the ways in which the media and societal values influence young people's expectations of each other. They offer the apprehensive parent or teacher practical advice on how to introduce the subject of rape and what to say to teenagers about it. High-risk situations for teenagers are identified, and rape prevention and recovery are discussed.

Adams, Caren; Fay, Jennifer; and Loreen-Martin, Jan. *No Is Not Enough: Helping Teenagers Avoid Sexual Assault*. San Luis Obispo, Calif.: Impact Publishers, 1984.

This clearly written and concise book is designed for use by parents with teenagers. Emphasis is placed on the prevention of sexual abuse/assault and on overcoming the social factors that perpetuate sexual violence. It offers suggestions of how to approach teenagers on the subject of sexual abuse/assault and how to deal sensitively with this topic. The book also provides parents with information on the nature of social power, sex-role expectations, influences of the media, and the concept of self-esteem.



Canada. Department of Justice. *What to Do If a Child Tells You of Sexual Abuse: Understanding the Law*. Ottawa: Department of Justice, 1989.

Intended for adults and adolescents, this booklet provides advice on what to do if a child discloses that he or she has been sexually abused, and gives a short explanation of how the legal system works in such cases.

The Independent Order of Foresters. *About Incest*. Don Mills, Ont.: The Independent Order of Foresters, 1985.

This booklet explains in simple terms what incest is and what can be done to prevent it.

———. *What Everyone Should Know About the Sexual Abuse of Children*. Don Mills, Ont.: The Independent Order of Foresters, 1981.

This booklet for parents explains in simple terms what they can do to prevent sexual abuse. It also gives advice on what to do when abuse has taken place.

Lennett, Robin, and Barthelme, Dana. *Sometimes It's OK to Tell Secrets*. New York: Tom Doherty Associates, 1986.

A parent/child manual for the protection of children, this book consists of two parts: a section for parents to read on their own in order to develop an understanding of the subject and of how to discuss it with their child; and a section for parent and child to read aloud together, containing stories about good and bad secrets. Each story ends with a question that allows the child and the adult to discuss and develop strategies for handling various situations.

Ontario. Ministry of the Solicitor General. *Crimeproofing: Child Sexual Abuse*. Toronto: Ministry of the Solicitor General, Ontario, 1985.

This brochure provides parents with information and guidance in helping prevent sexual abuse of their children. It also outlines what parents should do who suspect that their child has been sexually abused.

Wong, Debbie, and Wittet, Scott. *Helping Your Child to Be Safe*. Renton, Wash.: King County Sexual Assault Resource Center, 1990.

This booklet for Southeast Asian parents provides information about sexual assault that will help them and their children understand what constitutes an assault and how to prevent it. It also offers parents guidance on what to do if they suspect their child has been sexually assaulted. The booklet is available in English-Vietnamese-Chinese and English-Khmer-Lao.



# Books for Children in the Early and Formative Years

Some of the books in this section are designed to be read by children with their parents or teacher; others can be read by children on their own. The focus is on teaching children how to deal with situations in which sexual abuse might occur and on the importance of reporting sexual abuse when it has taken place. The age ranges indicated are those recommended by the publishers.

In making decisions about the appropriateness of books for children's use, teachers should consult with their principal, a guidance counsellor, and the school teacher-librarian.

Blakely, Cindy, and Drinkwater, Suzanne. *The Lookout! Book*. Toronto: Penguin Canada, 1986.

This book teaches children safety rules that they should follow in various situations, including those in which sexual abuse might take place.

Canada. Department of Justice. *The Secret of the Silver Horse*. Ottawa: Department of Justice, 1989.

The message of this storybook is that sexual abuse/assault is not a "secret" that should be kept to oneself – children should continue reporting abuse until someone listens and believes.

Dayee, Frances S. *Private Zone*. New York: Warner Communications, 1984.

Designed to be read by children with their parents or teacher, this manual teaches children sexual-abuse prevention skills. It emphasizes the fact that each person has private body parts and that they belong to that person, and that person alone.

*For children aged five to nine years*

Foon, Dennis, and Knight, Brenda. *Am I the Only One?* Vancouver: Douglas and McIntyre, 1986.

The stories in this book are narrated by girls and boys of various ages who were sexually abused. Sooner or later, they each told someone they trusted and discovered that they were not the only ones to have experienced sexual abuse. This book can be used with older children who wish to know more about sexual abuse/assault.



Gordon, Sol, and Gordon, Judith. *A Better Safe Than Sorry Book*. Fayetteville, N.Y.: Ed-U Press, 1987.

This children's guide to sexual-abuse prevention contains a good storyline and explicit, realistic pictures. It will assist parents and teachers in telling children about how to say "No" and how to deal with adults who approach them on a sexual level. The authors emphasize that children who have been sexually abused should tell someone they trust and that the incident is never the child's fault. An accompanying parent's guide explains the key message of the book and offers guidance on such issues as how to handle the situation if a child does disclose that he or she has been sexually abused.

*For children aged three to nine years*

The Independent Order of Foresters. *You're in Charge!* Don Mills, Ont.: The Independent Order of Foresters, 1986.

Through the use of this colouring book, children can be taught the difference between touching that is acceptable and touching that is bad.

Johnson, Karen. *The Trouble With Secrets*. Seattle: Parenting Press, 1986.

The purpose of this book is to help children learn when to share and when to keep a secret. It presents a number of different situations and asks readers how the situations make them feel and what they would do. The book provides a good starting-point for a classroom discussion on "good" secrets and "bad" secrets and reinforces the fact that children have a right to tell a bad secret.

*For children aged three to eight years*

Lennett, Robin, and Crane, Bob. *It's O.K. to Say No*. New York: Tom Doherty Associates, 1985.

This colouring book teaches children to prevent sexual abuse, emphasizing the need to say "No" to an adult in certain circumstances.

*For children aged five to eight years*

Palmer, Pat. *Liking Myself*. San Luis Obispo, Calif.: Impact Publishers, 1977.

This illustrated storybook with accompanying exercises is designed to help children build self-esteem.

*For children aged five to nine years*

———. *The Mouse, the Monster and Me: Assertiveness for Young People*. San Luis Obispo, Calif.: Impact Publishers, 1977.

This storybook, in the same format as *Liking Myself*, is a good guide to help children understand, prevent, and recover from the hurt of sexual abuse/assault.

*For children aged five to nine years*

# Books for Students in the Transition and Specialization Years

The titles listed in this section will give students an insight into the nature of sexual abuse/assault and help them gain an understanding of the myths and beliefs concerning male/female relationships that lead to sexual violence. The topics covered include: dating violence and acquaintance rape, the impact of sexual abuse/assault on survivors and their families, how to respond in abusive situations, and how to help a victim of sexual abuse/assault.

In making decisions about the appropriateness of books for students' use, teachers should consult with their principal, a guidance counsellor, and the school teacher-librarian.

Bateman, Py, and Mahoney, Bill. *Macho: Is That What I Really Want?* Seattle: Youth Education Systems, 1989.

The aim of this booklet is to help young men re-evaluate the myths and beliefs that lead to acquaintance rape and to sensitize them to issues concerning women.

Canada. Department of Justice. *What to Do If a Child Tells You of Sexual Abuse: Understanding the Law.* Ottawa: Department of Justice, 1989.

Intended for adults and adolescents, this booklet provides advice on what to do if a child discloses that he or she has been sexually abused and gives a short explanation of how the legal system works in such cases.

Fay, Jennifer J., and Flerchinger, Billie Jo. *Top Secret: Sexual Assault Information for Teenagers Only.* Santa Cruz, Calif.: Network Publications, 1989.

Containing a dynamic presentation of facts about sexual assault, this book answers common questions, dispels myths, and encourages young people to talk about this sensitive topic.

Foon, Dennis, and Knight, Brenda. *Am I the Only One?* Vancouver: Douglas and McIntyre, 1986.

The stories in this book are narrated by girls and boys of various ages who were sexually abused. Sooner or later, they each told someone they trusted and discovered that they were not the only ones to have experienced sexual abuse. The book provides useful information and insights for students who wish to know more about sexual abuse/assault.



Institute for the Prevention of Child Abuse. "Child Abuse Alert". Toronto: Institute for the Prevention of Child Abuse, 1991.

Suitable for use with older students, this information sheet covers definitions of child abuse, responsibility for protecting children, commonly asked questions about child abuse, and types of abuse.

Morgan, Lynda. *Megan's Secret*. Christchurch, N. Z.: Papers Inc., 1987.

This is a young-adult novel about an adolescent girl who has been sexually abused by her father. The subject is dealt with sensitively, and the story, which focuses on the three-month period following disclosure, brings to light a number of the issues that are faced by a family as a result of disclosure.

National Clearinghouse on Family Violence. "Dating Violence". Ottawa: Health and Welfare Canada, January 1990.

This fact-sheet on dating violence provides valuable definitions, facts, and suggestions for intervention.

Phillips, Linda; Ringrose, Peter; and Winter, Michael. *Ask Me No Questions*. Scarborough, Ont.: Prentice-Hall Canada, 1990.

The story of a teenage girl and her younger sister who are both sexually abused by their father, this young-adult novel describes what happens when the girls disclose the abuse to a family member; the impact disclosure has on the life of the family; the father's trial; and the way the girls come to terms with their feelings of guilt, self-blame, and anger.

Stringer, Gayle M., and Rants-Rodriguez, D. *So What's It to Me? Sexual Assault Information for Guys*. Renton, Wash.: King County Sexual Assault Resource Center, 1987.

Intended for young men, this booklet looks at sexual abuse/assault from the viewpoint of both males as perpetrators and males as victims. An accompanying activity guide provides exercises to assist young men in combating peer pressure and sexual harassment and in helping a victim of sexual violence.

Warshaw, Robin. *I Never Called It Rape: The Ms. Report on Recognizing, Fighting and Surviving Date and Acquaintance Rape*. New York: HarperCollins, 1988.

Based on the results of a survey conducted by *Ms.* magazine, this book contains a step-by-step analysis of the effect on women of being raped by someone known to them. The author discusses myths concerning date and acquaintance rape as well as incidents of rape and their after-effects. Although the book specifically addresses women as victims, it also discusses the socialization of boys and men in terms of their seeing women as "safe victims".

Williams, Filomena, and Catalano, Helen Claire. *Dating Relationships: A Guide to Recognizing Abuse*. York Region, Ont.: Yellow Brick House, 1989.

This booklet guides the reader through various forms of abuse that may occur in a relationship. It outlines definitions of abuse, effects of abuse, and ways of responding in abusive situations.

Wong, Debbie, and Wittet, Scott. *Be Aware, Be Safe*. Renton, Wash.: King County Sexual Assault Resource Center, 1990.

Designed for Southeast Asian teenagers, this straightforward book presents information about sexual assault in a culturally relevant manner. Detailed illustrations are also included. A glossary provides translations of the more difficult terms into Chinese, Vietnamese, Khmer, and Lao. The book is part of a training program specifically developed for Southeast Asian teenagers which includes a video and an activity guide for teachers.



# Audio-Visual Materials

Many audio-visuals dealing with child sexual abuse are available, in addition to those listed here. A comprehensive listing of audio-visuals available from various sources in North America has been compiled by the National Film Board of Canada, in *The Family Violence Audio-Visual Catalogue*, 2nd ed. (Montreal: Health and Welfare Canada/ National Film Board of Canada, 1988). For further information on obtaining audio-visuals, teachers can contact the National Film Board office in their region.

*Child Protection: Current Issues and Practices – For Educators*. Institute for the Prevention of Child Abuse (Toronto), 1989. 90 min.

This audiotape, intended specifically for educators, addresses both physical and sexual abuse of children. The topics covered include: indicators of physical and sexual abuse, factors that inhibit reporting of child abuse, the role of the principal in child-abuse prevention and reporting, what happens when a report is made to the Children's Aid Society, supporting the child, and teaching sexual-abuse prevention. A complete transcript may be ordered with the tape.

"Feeling Yes, Feeling No" Program. National Film Board (NFB), 1984-85.

This program is designed to make children aware of their feelings about being touched and to guide them in how to respond in situations in which sexual assault might occur. The program includes three films suitable for children aged six to twelve, with an accompanying user's guide, *For Children and Their Teacher/s*, and an adult film for parents and professionals.

*Feeling Yes, Feeling No: Part 1*. 16 mm/video, colour, 14 min.

Children are taught basic skills that build self-worth, self-confidence, and good judgement. Together, these skills provide the necessary foundation for self-protection. Children are encouraged to appreciate, take pride in, and take responsibility for their own bodies. "Yes" and "No" are introduced as feelings people have when they are touched in a way that they like or do not like, respectively. Children are encouraged to say "Yes" when they have the "Yes" feeling and to say "No" and tell someone about what happened when they have the "No" feeling.

*Feeling Yes, Feeling No: Part 2.* 16 mm/video, colour, 14 min.

Part 2 reinforces children's understanding of "Yes" and "No" feelings; introduces skills to help children assess potentially dangerous situations involving strangers; and provides children with a simple, non-threatening definition of sexual violence. Through memorable skits, children learn that not every stranger is dangerous, but that they should ask themselves three questions to ensure their safety when a stranger asks or tells them to do anything.

*Feeling Yes, Feeling No: Part 3.* 16 mm/video, colour, 16 min.

Part 3 introduces the issue of sexual abuse by a trusted adult. The film's classroom actors role-play several children's responses to common family assault situations and demonstrate getting the help they need by using the skills and vocabulary learned in Parts 1 and 2. Children are encouraged to keep asking for help with their problem until they find an adult who responds to their request.

*Feeling Yes, Feeling No: The Adult Film.* 16 mm/video, colour, 27 min.

*The Adult Film* is accompanied by a user's guide, *Feeling Yes, Feeling No: For Parents and Professionals*. Together they provide information on the nature and scope of child sexual assault, the behavioural signs of the sexually assaulted child, and the skills necessary to assist a sexual-assault victim. *The Adult Film* shows the purpose and content of the children's films and lessons, and provides parents and professionals with materials and ideas with which to reinforce the skills children encounter in Parts 1-3 of *Feeling Yes, Feeling No*.

*Feeling Yes, Feeling No: The Family Program.* Video, colour, 78 min.

*The Family Program* presents Parts 1, 2, and 3 and *The Adult Film* on a single video with linking commentary for parents.

*Lindsay's Story: Education for Date Rape Prevention.* Mississauga Hospital Sexual Assault Team, 1989. Video, colour, 14 min.

This video graphically depicts an occurrence of date rape and will act as a strong catalyst for discussion of date-rape issues and the larger issue of male vs. female power. A facilitator's manual is available to assist teachers in developing a curriculum to deal with date and acquaintance rape.

*The Power to Choose.* Agency for Instructional Television, 1988. 16 mm/video, colour, 20 min. Distributed by Kinetic Inc. (Toronto)/National Film Board.

Four powerful and dramatic scenes demonstrate violence in young persons' dating. Each scene is followed by a question to stimulate discussion. A teacher's guide provides assistance in leading discussion groups and in developing a curriculum for the prevention of dating violence and the misuse of power by males.



# Other Resources in Ontario

The following organizations can provide materials concerning child sexual abuse/assault and/or assist in developing prevention programs. Some of them will provide speakers and/or present their own programs in the school.

Canadian Institute of Child Health  
55 Parkdale Avenue, 3rd Floor  
Ottawa, Ontario  
K1Y 1E5  
(613) 729-3206

The institute has developed a program for children aged two to six called “The Safe and Happy Child Program – Max the Safety Cat” and, on request, will present it in schools. The aim of the program is to develop safety-conscious behaviour in children, especially with regard to sexual abuse.

Committee Against Rape and Sexual Assault  
5017 Victoria Avenue  
Niagara Falls, Ontario  
L2E 4C9  
(416) 356-9662

Courses on the prevention of rape and sexual assault are provided for children aged five to fourteen and for students in Grades 10 to 12. The course for the older students is presented in a series of ninety-minute classes over a seven-week period. The course leaders address such issues as sexual stereotypes, the nature of sexuality, and interpersonal communication. Courses for younger children are adapted to the specific age group concerned.

G. Allan Roeher Institute  
Kinsmen Building, York University  
4700 Keele Street  
Downsview, Ontario  
M3J 1P3  
(416) 661-9611

The mandate of the institute is to further the integration of people with a mental handicap so that they can participate in and contribute to the life of their community.

The Independent Order of Foresters (IOF)  
789 Don Mills Road  
Don Mills, Ontario  
M3C 1T9  
(416) 429-3000  
Toll-free 1-800-268-6267

As part of an ongoing commitment to the eradication of child abuse, the IOF produces and distributes informational booklets, parenting tip sheets, and educational films and videos.

The Institute for the Prevention of Child Abuse (IPCA)  
25 Spadina Road  
Toronto, Ontario  
M5R 2S9  
(416) 921-3151  
FAX (416) 921-4997

IPCA is a non-profit, charitable organization whose mandate is the prevention of all forms of child abuse. It offers child-abuse and child-protection training programs to professionals from many disciplines at locations across Ontario; provides conference opportunities, consultation and liaison services, and resource materials for professionals working in the area of child abuse; and produces and distributes educational materials to both professionals and the public.

Metropolitan Toronto Special Committee on Child Abuse  
433 Mount Pleasant Road, 2nd Floor  
Toronto, Ontario  
M4S 2L8  
(416) 440-0888

The committee offers a "Preventive Education Program" for children aged two to twelve, consisting of a play and group discussion. The play is, first, presented to teachers and parents, and, then, to the children, and is followed by a discussion directed by one of the program leaders. A guide is available for teachers to help them organize follow-up activities.



Ontario Federation of Students  
643 Yonge Street  
Toronto, Ontario  
M4Y 1Z9  
(416) 925-3825

The federation has prepared a variety of print materials for its Women's Issues Committee anti-date rape campaigns. These materials contain definitions, statistics, commonly held beliefs about acquaintance rape, and ways of protecting oneself against this type of violence. Classroom presentations by student speakers may be arranged through the federation's Toronto office.

Ontario Women's Directorate  
427 Bloor Street West  
Toronto, Ontario  
M5A 1X7  
(416) 597-4500

The directorate has prepared a series of six fact-sheets on various aspects of sexual assault for use in secondary schools. The titles are as follows:

- "Sexual Assault: The Reality"
- "Sexual Assault: Dispelling the Myths"
- "Sexual Assault: Impacts on Health"
- "Sexual Assault: Reporting Issues"
- "Sexual Assault: Pornography – The Links"
- "Sexual Assault: The Sexual Harassment of Women"

Outreach Abuse Prevention  
P.O. Box 1271, Station B  
Oshawa, Ontario  
L1J 5Z1  
(416) 432-7821

The major aim of this group is the prevention of sexual abuse/assault through education. Members of the group are available to assist in program development and in teacher training, and the group has produced a number of programs dealing with sexual abuse/assault. These are:

- "Safe and Happy" – a program for preschoolers aged three to six years
- "KIDO" – a training kit for students in early adolescence
- "Safe, Strong and Free" – a program for older students
- *The Emperor's Clothes* – a training video for educators, with accompanying teacher guidelines

Sexual Assault Centre of Guelph  
P.O. Box 1451  
Guelph, Ontario  
N1H 6N9  
(519) 823-5806

Members of the centre give presentations to adolescents as well as to adults. Discussion focuses on the myths surrounding sexual abuse, acquaintance rape, and sexual stereotypes.

Sexual Assault Support Centre  
P.O. Box 4441, Station E  
Ottawa, Ontario  
K1S 5B4  
(613) 725-2160  
TDD (613) 725-1657

Members of the centre are available to give talks on sexual assault to secondary school students. The centre also provides telephone counselling for adolescents. It has a twenty-four-hour crisis line: (613) 234-2266.

The Company of Sirens  
c/o Susan Seagrove  
296 Brunswick Avenue, Suite 212  
Toronto, Ontario  
M5S 2M7  
(416) 975-9642

This theatre company has a number of plays on dating violence and wife assault in its repertoire. Arrangements can be made for performances (in both English and French) by calling the above number.



# Acknowledgements

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